

Dover Elementary

1411 Bedford Avenue P.O Box 219
North, S.C. 29112

Grades	K-5 Elementary School	
Enrollment	308 Students	
Principal	Cynthia Strozier	803-247-2184
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Kalu Kalu	803-534-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	52	50	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Below Average	No

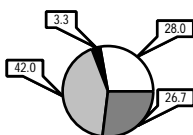
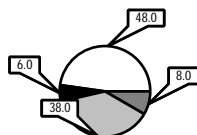
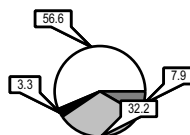
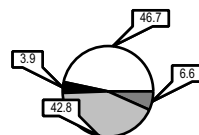
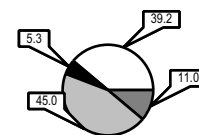
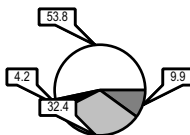
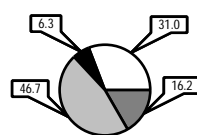
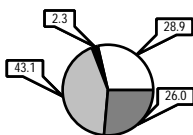
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	161	100.0	28.8	41.8	26.1	3.3	34.0	No	Yes
Gender									
Male	90	100.0	31.8	46.6	20.5	1.1	26.1		
Female	71	100.0	24.6	35.4	33.8	6.2	44.6		
Racial/Ethnic Group									
White	62	100.0	15.0	41.7	38.3	5.0	50.0	Yes	Yes
African American	95	100.0	36.0	42.7	19.1	2.2	24.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	104	100.0	24.0	40.0	31.0	5.0	44.0		
Disabled	57	100.0	37.7	45.3	17.0	0.0	15.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	161	100.0	28.8	41.8	26.1	3.3	34.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	161	100.0	28.8	41.8	26.1	3.3	34.0		
Socio-Economic Status									
Subsidized meals	129	100.0	33.6	43.2	20.0	3.2	28.0	Yes	Yes
Full-pay meals	28	100.0	7.1	35.7	53.6	3.6	60.7		

Mathematics – State Performance Objective = 36.7%									
All Students	161	100.0	49.0	37.3	7.8	5.9	25.5	No	Yes
Gender									
Male	90	100.0	46.6	36.4	10.2	6.8	27.3		
Female	71	100.0	52.3	38.5	4.6	4.6	23.1		
Racial/Ethnic Group									
White	62	100.0	35.0	41.7	11.7	11.7	35.0	Yes	Yes
African American	95	100.0	57.3	34.8	5.6	2.2	19.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	104	100.0	39.0	44.0	8.0	9.0	34.0		
Disabled	57	100.0	67.9	24.5	7.5	0.0	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	161	100.0	49.0	37.3	7.8	5.9	25.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	161	100.0	49.0	37.3	7.8	5.9	25.5		
Socio-Economic Status									
Subsidized meals	129	100.0	54.4	37.6	4.8	3.2	20.0	No	Yes
Full-pay meals	28	100.0	25.0	35.7	21.4	17.9	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	161	99.4	56.6	32.2	7.9	3.3	11.2
Gender							
Male	90	98.9	58.6	25.3	10.3	5.7	16.1
Female	71	100.0	53.8	41.5	4.6	0.0	4.6
Racial/Ethnic Group							
White	62	98.4	37.3	39.0	16.9	6.8	23.7
African American	95	100.0	68.5	28.1	2.2	1.1	3.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	104	100.0	45.0	39.0	11.0	5.0	16.0
Disabled	57	98.3	78.8	19.2	1.9	0.0	1.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	161	99.4	56.6	32.2	7.9	3.3	11.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	161	99.4	56.6	32.2	7.9	3.3	11.2
Socio-Economic Status							
Subsidized meals	129	99.2	66.1	26.6	6.5	0.8	7.3
Full-pay meals	28	100.0	14.3	57.1	14.3	14.3	28.6

Social Studies							
All Students	161	99.4	46.7	42.8	6.6	3.9	10.5
Gender							
Male	90	98.9	50.6	36.8	6.9	5.7	12.6
Female	71	100.0	41.5	50.8	6.2	1.5	7.7
Racial/Ethnic Group							
White	62	98.4	40.7	42.4	10.2	6.8	16.9
African American	95	100.0	49.4	43.8	4.5	2.2	6.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	104	100.0	36.0	50.0	8.0	6.0	14.0
Disabled	57	98.3	67.3	28.8	3.8	0.0	3.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	161	99.4	46.7	42.8	6.6	3.9	10.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	161	99.4	46.7	42.8	6.6	3.9	10.5
Socio-Economic Status							
Subsidized meals	129	99.2	51.6	41.1	5.6	1.6	7.3
Full-pay meals	28	100.0	25.0	50.0	10.7	14.3	25.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	51	100.0	27.5	49.0	23.5	N/A	23.5
	4	57	100.0	42.1	38.6	17.5	1.8	19.3
	5	48	100.0	27.1	64.6	8.3	N/A	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	55	100.0	22.0	32.0	38.0	8.0	46.0
	4	53	100.0	35.4	50.0	14.6	0.0	14.6
	5	53	100.0	26.9	44.2	26.9	1.9	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	51	100.0	33.3	56.9	9.8	N/A	9.8
	4	57	100.0	45.6	42.1	10.5	1.8	12.3
	5	48	100.0	37.5	54.2	6.3	2.1	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	55	100.0	42.0	54.0	2.0	2.0	4.0
	4	53	100.0	62.5	25.0	10.4	2.1	12.5
	5	53	100.0	40.4	34.6	11.5	13.5	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	55	100.0	52.0	46.0	2.0	0.0	2.0
	4	53	98.1	52.1	33.3	10.4	4.2	14.6
	5	53	100.0	63.5	19.2	11.5	5.8	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	55	100.0	48.0	46.0	6.0	0.0	6.0
	4	53	98.1	50.0	41.7	6.3	2.1	8.3
	5	53	100.0	42.3	40.4	7.7	9.6	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 308)				
First graders who attended full-day kindergarten	86.4%	Up from 76.9%	100.0%	100.0%
Retention rate	4.8%	Down from 7.5%	3.8%	3.0%
Attendance rate	93.7%	Down from 95.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.1%	Up from 7.7%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%	Down from 8.3%	3.9%	3.2%
Eligible for gifted and talented	4.2%	Up from 4.0%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 4.5%	8.4%	8.2%
Older than usual for grade	3.6%	Down from 4.3%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	54.2%	Down from 57.7%	50.0%	52.6%
Continuing contract teachers	87.5%	Down from 92.3%	81.1%	83.3%
Highly qualified teachers	85.7%	Down from 90.9%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.2%	0.0%
Teachers returning from previous year	88.8%	Up from 87.4%	85.6%	87.0%
Teacher attendance rate	94.4%	Down from 94.5%	94.9%	95.0%
Average teacher salary	\$42,215	Up 2.9%	\$40,816	\$41,703
Prof. development days/teacher	9.0 days	Down from 17.7 days	12.9 days	12.8 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 16.7 to 1	17.6 to 1	18.8 to 1
Prime instructional time	87.1%	Up from 87.0%	89.2%	89.8%
Dollars spent per pupil*	\$6,734	Up 0.1%	\$6,748	\$6,242
Percent of expenditures for teacher salaries*	65.4%	Up from 64.0%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dover Elementary School students, faculty, and staff continued to make great strides toward accomplishing our school's mission: to provide all students with an equal opportunity to become successful lifelong learners. These strides were due in part to collaborative partnerships with community agencies and community support.

Academic excellence was strengthened by teachers attending a variety of staff development activities targeting areas of student weakness. The South Carolina Reading Initiative focused on the entire reading process. Other language arts activities included training on a new computer-assisted program, Riverdeep. Standards-Based Instruction along with integration of technology into the classroom made learning more engaging and fun.

Math staff development utilizing manipulatives, through the AIMS process, showed teachers new and creative methods to teach many mathematical concepts. Students were able to understand these concepts better using this hands-on approach. Accelerated Math, an individualized computer-assisted program, continued to help teachers identify areas of student weakness and allowed students more practice time.

In addition to academic classes, students participated in multicultural, career awareness, character education, and service learning activities. The MAPPS counselor, school guidance counselor, and physical education instructor also taught students decision-making and conflict resolution strategies. Volunteers from our community talked to students about their careers and addressed healthy life styles. A visual artist-in-residence worked with 3rd and 4th grade students to create beautiful collages.

Many honors and awards were bestowed upon students and staff members. These included a winner in the State Arts competition; art winners at the county and state fairs; the outstanding State Educator of the Year presented by the South Carolina State Farm Bureau; and numerous EIA grants for teachers which included reading, media, and science fair. Dover Elementary was also named a Silver Award winner by the State as a result of increased test scores on the PACT.

Our goal, as always, is to meet or exceed State standards on all areas of the PACT. With all of us pulling together for these common goals, our students will succeed.

Bryan W. Fogle, Jr. - Principal
Tony Brimfield - SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	44	31
Percent satisfied with learning environment	64.7%	69.8%	75.9%
Percent satisfied with social and physical environment	76.5%	72.7%	67.7%
Percent satisfied with school-home relations	38.9%	81.8%	71.0%

*Only students at the highest elementary school grade level at this school and their parents were included.